

<b>Learn and Wonder</b>	<i>Time For Kids: Spiders</i>
<b>Objectives:</b>	<p>We want students to:</p> <ul style="list-style-type: none"> <li>• Use text and images to understand</li> <li>• Think and wonder about new learning</li> <li>• Jot down new learning and questions on sticky notes and then sort them in two columns: <i>I Learned</i> and <i>I Wonder</i></li> <li>• Understand that misconceptions are normal and that learners revise their thinking after reading and listening to additional information</li> </ul>
<b>Materials Needed:</b>	<p><i>Time For Kids: Spiders</i>  <i>Spiders poster</i>  <i>Kids spiders posters</i>  <i>Sticky notes</i>  <i>I Wonder/I Learned thinksheet (last page of lesson)</i>  <i>What We Think We Know/What We Learned</i></p>

Time	Activity
15 min.	<p><b>Opening of the Day and Independent Reading -</b>  As students enter, they will begin with 10 minutes of independent reading time. Opening - students sitting in a circle up close. Use this time to review the schedule for the day and build engagement and motivation.</p>
20 min (total)	<p><b>Read Aloud/Shared Reading (whole group)</b>  (explicit instruction) - This is where teachers connect and engage students' interest and activate and build their background knowledge, finding out what they know. Teachers use this time to think aloud, modeling and demonstrating the "inside" story of reading mentor texts. Students enter in by turning and talking and "holding" their thinking on sticky notes.</p> <p><b>Connect &amp; Engage:</b>  <i>Wow! Take a look at this picture! What do you think about spiders? What do you wonder about them? What do you think you know about them? A lot of you already have some background knowledge about spiders. Turn to each other and talk about spiders. [kids turn and talk about spiders]</i></p> <p><i>Today we are going look at this picture about spiders and view some of the images. Viewing means we look at the pictures, the photographs, and the features to get information. We will also read about spiders to learn more. But before we do that, I want to record some things we think we already know about spiders on this chart [point to chart]</i></p>

What We Think We Know	What We Learned

*Who wants to share what you think you know about spiders, your background knowledge about spiders? I'll write your ideas on the chart. [kids share and write ideas down]*

*So many great thoughts about spiders! Now we are going to read and view this very cool spider poster. After we have finished reading, we will come back to our chart and see if we have any new ideas or if we have changed our thinking at all.*

**Model:**

*We've been working on noticing and thinking about new learning and marking a sticky note with an L when we learn something new. Today, as I read about spiders and view the pictures, I am going to jot down my new learning on a sticky note. The I am going to put my sticky on this **I Learned/I Wonder Thinksheet** in the column that says I Learned. The second column says I Wonder. Sometimes when we learn new information, we wonder about it. If I wonder something as I read about spiders, I will write what I wonder on a sticky and then put it in the I Wonder column.*

*OK, first of all, what is the title of this article? [point to the title – kids respond]*

*So what do you think? Why is the article called "Feed Me"? Any ideas? Turn and talk. [kids turn and talk – then choose someone to share] Why did you think the article is called "Feed Me"? [kids respond] Good thinking. Sounds like we are going to learn a lot of different ways that spiders catch their food and eat it. Let's read on:*

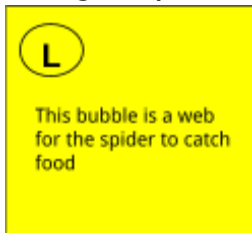
*When a spider is hungry, watch out! Spiders have many amazing ways to trap insects. Some can even catch a fish!*

*Now that is surprising information. Turn and talk about any new information you learned from what I just read. [kids turn and talk]*

*Great thinking! You used your background knowledge about webs to understand new information. Let's read on and find out more information. I am going to show you how I learn and wonder about the information. As I look at this page, I am really interested in the photograph of the spider in the bubble. I wonder what the bubble is for, so I am going to write that question on a sticky and put it in the I Wonder column. I am also going to draw a picture of a spider in a bubble with a question mark next to it. The I won't forget my question. [Hold up the poster and point to the caption] Maybe if I read this caption below the photograph, I will find out:*

*Spiders go fishing. The water spider floats underwater in a bubble web. It sticks out its legs to fish. Then it pulls in its meal.*

*Wow! I never knew that! This bubble is a special kind of spider web. It doesn't look like any web I have ever seen. I'm going to mark my sticky with an L and write down what I learned. I have never heard of a bubble web. I thought spiders spin webs out of silk. So interesting!*



### **Guide:**

*OK, let's try this together. [hand out I Wonder/I Learned Thinksheets and 6 sticky notes. Then hold up the poster and point to the image of the spider in the air.]*

*Let's look at the photograph of the spider that is in the air. I'll read what it says:*

*Spiders jump. The jumping spider spots an insect. It flies through the air. Pounce! It has its dinner.*

*If you learned something new in the part I just read or from looking at this photo, jot down and/or draw your new learning. Remember to mark your sticky with L. [kids jot down their new learning]*

*Who wants to share? [choose a few students to share]*

*Good noticing! Did anyone wonder anything? Write your questions down. You wouldn't want to forget such an important question. We write down our thinking so we don't forget it.*

*You can get a lot of information from photos, but we don't have photos of every spider here. I may find the answer as I read on. You never know. If you have anything you wonder, jot it down on a sticky and put it in the I Wonder column of the thinksheet. You can wonder about an image as well as the words. [save the I Wonder/I Learned for use in small groups]*

<p>(20 min. /group) 60 min total.</p>	<p><b>Fluency</b> Often students move into pairs (fluency partners) or small groups to deepen and apply their learning.</p> <p><b>Independent Reading</b> Students will engage in independent reading, making connections to the text, jotting down interesting words and adding to their journal.</p> <p><b>Small Group Instruction – mini-lesson</b></p> <p>-----</p> <p><b>Small Group Instruction</b></p> <p><i>You’ve done a great job so far. Now it’s time for you to work with a partner. I will give each of you a small copy of the poster. Read through it and look carefully at the pictures, noticing and thinking about any new learning you have as well as anything you wonder. Then jot down or draw your thinking on a sticky and put it in the matching column on the I Learned/I Wonder thinksheet [hand out copies of the thinksheet]. Remember to think about the pictures and the words. Any questions? OK, have fun!</i></p> <p>[Encourage kids to write and draw what they learn and wonder on sticky notes first, and then transfer those sticky notes to the thinksheet. This scaffolds them to organize their thinking on the thinksheet, so that they will be better prepared to write directly on the thinksheet later on.]</p> <p>[Kids bring the spider articles along with their thinksheets up and gather together with small group. They invite one another to share something they learned and something they wonder. As they share, kids hold up their thinksheets and read the sticky notes with their new learning or wondering or show a drawing that represents their new learning or wondering. After they share, they ask if there are any questions or comments and they choose one or two classmates who have a question or a comment and respond to them.]</p> <p><i>You’ve done a wonderful job noticing new learning and wondering about it. Let’s take a look at the <u>What We Think We Know/What We Learned Anchor Chart</u> we created before we started the lesson.</i></p> <p>[As we review what we thought we know, we may discover a few misconceptions. We want the kids to understand that misconceptions are normal and that we shouldn’t be embarrassed by them. One of the main reasons we read, listen, and view is to revise our thinking and clear up misconceptions. We want kids to know that the more we read and talk, and the more accurate information we can gather, the more likely we are able to reverse our misconceptions]</p> <p><i>Is there anything that we need to cross out or add to our <u>What We Think We Know/What We Learned</u> chart? [make necessary changes to chart] That’s what reading is all about: learning new information.</i></p> <p><i>Look, we knew quite a bit of information about spiders before we read the article, but we learned some new information and even changed our thinking after reading, which is so cool. As we read through the article and looked at the photographs, we jotted down our new learning and wondering. We found that reading and viewing pictures give us more information and sometimes changes our thinking. That’s what learning and education is all about!</i></p>

	<p><i>I am handing out bookmarks to each of you. I want you to write the words: <b>I Learned/I Wonder</b> on the bookmark. This week as you read your take home books I want you to think about what you learned from reading and share something that you learned or wondered about with someone at home.</i></p>
15 min.	<b>Recess/Snack Break</b>
(15 min /group) 30 min total	<p><b>Group 1: Take Home Selection (split groups - 15 minutes each)</b>            Two members of the team will assist students in the selection of 'just right' books to take home for the week</p> <p><b>Group 2: Modeled/Shared/Interactive Writing</b>            (Connected to Morning Read Aloud Book) -Teachers will use this time to teach a very short mini-lesson, which students will often apply in responding to their reading.  <i>Today for my writing I'm going to look at the things on my <b>I Wonder/I Learned chart</b>. I'm going to write about the things I wondered about. On my chart, I wondered what the bubble was for on the picture. I'm going to write about what I learned about that bubble to answer my question that I wondered about. I will write, "Some spiders make a bubble web to help them catch fish." I remember to put a capital letter at the beginning of the sentence and a period at the end of the sentence. I had to use my "I wonder" to think about what I learned and paraphrase what I learned. I can't copy exactly what the magazine says, I must use my own words. Now I want you to write sentences that will answer the things you wrote on your <b>I Wonder chart</b>. [coach students through sentence writing]</i></p>
5-10 min	<p><b>Sharing/Closing -</b>            Use this time to reflect on the day. This is a good time to suggest ways students can share their learning at home, to read a short poem or interesting text, hear student book talks and to share their own literacy by talking about what they are planning to read at home.</p>

I Learned

I Wonder



